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ABSTRACT

The paper describes the efforts of five school districts, five private agencies, and an area vocational-technical school to meet the vocational needs of learning and behaviorally disabled students. The consortium developed a four-phase plan to meet these students' needs: (1) cooperation to set up school-based vocational evaluation services; (2) career exploration and preparation with courses in daily living skills, job readiness, and personal-social skills; (3) vocational preparation through the area vocational school, cooperative occupational education, work study or special classes; and (4) liasion with area junior colleges, rehabilitation agencies, and business and industry. Concerns related to assessment and follow-up were identified and levels of assessment (both formal and informal) were specified to remediate the problems. A bank of objectives to match terminology was also developed for aid in using data from vocational reports for individualized education programs. Consortium members further identified curriculum materials and assessment instruments corresponding to goals and objectives. A final consortium effort addressed educators' concerns over inadequate time to offer both academic and vocational instruction. Appended materials include a list of transition objectives and related curriculum concerns, and information on specific vocational assessment instruments, and various skills checklists. (CL)

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A Comprehensive Model: Vocational Preparation for Learning Disabled and Behaviorally Disordered Students

Marlene Dick

What can five school districts, five private agencies and an area vocational-technical school (AVTS) do to meet the needs of learning disabled (LD) and behaviorally disordered (BD) students, who may not be receiving adequate vocational preparation and training? This was the question that was asked in the fall of 1983 by five south Kansas City school districts with approximately 500 LD and BD students, three private special education schools serving 80 severe LD and BD students, a community mental health agency and a Vocational Rehabilitation office. Administrators from these schools and agencies subsequently met and formed a consortium to cooperatively address the vocational needs of these students.

The consortium decided to first address the concern by writing a grant which was funded by the Missouri Department of Elementary and Secondary Education, Department of Special Education. Through the grant the consortium members were able to hire a coordinator, with experience in both special and vocational education. The coordinator conducted a needs assessment in the spring of 1984 to determine: 1) the vocational needs of secondary LD and BD students; 2) currently available resources in personnel, programs and facilities; 3) needed resources and a plan of action to address the consortium's goal of providing vocational preparation to the target population. The needs assessment also asked if LD and BD students were currently receiving any vocational training, and found that approximately 45-50 of the mild LD and BD students were receiving vocational training through the AVTS or Cooperative Occupational Education (COE) program. The remaining moderate and severe LD and BD could not enter available work-study programs or be mainstreamed into the local AVTS.

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With the needs assessment results in hand the consortium members met and agreed upon a four phase comprehensive plan to develop vocational services. The four phases would provide vocational 1) assessment 2) preparation 3) training and 4) follow-up services for LD and BD students.

The first phase, which was implemented in the fall of 1984, addressed the need to vocationally assess the students. Two districts had Singer and Valpar vocational evaluation equipment which was being only partially utilized. Those districts agreed to cooperatively share the equipment with all consortium members. The equipment would be housed at a high school centrally located in the consortium. The consortium requested grant funding to provide the salary for a vocational evaluator. The coordinator and the evaluator assisted the five districts and five agencies in developing referral and pre-screening procedures. The pre-screening included gathering self-rating and teacher ratings about a student's present abilities in daily living, personal-social and job survival skills. The students' IEP and any test results from counselors and special education teachers concerning students interests, aptitudes, and achievement was also gathered. With personnel, equipment, facilities and referral procedures in place, the consortium began vocationally evaluating students in September, 1984.

The vocational evaluation lab assesses 9th or 10th grade students for four days, rotating through all the districts and agencies over a ten week period. To minimize the effect of missing regular or special education classes, students attend the lab one full day a week for three weeks. While attending the lab students participate in a simulated work enviornment. Students fill out applications to "work" at the lab, complete personnel testing, i.e. interest inventories; receive points/pay for completing work samples; and receive an "employee" exit interview from the "employer" or evaluator. The exit interview/evaluation

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provides the student with feedback on their vocational abilities and interests, work behaviors, personal social skills on the "job", and career planning information for future education and jobs.

The vocational evaluation report is sent back to special education teachers, counselors, and administrators to be used in IEP planning, classroom instruction and placement decisions. The counselors also share the information with the parents.

Once students have been evaluated, the second phase in the comprehensive model, the vocational preparation of the student is implemented. With the evalution information in hand, the teacher is able to prepare the student in five areas: career exploration, daily living skills, personal-social skills, job survival skills, and entry level skills. The vocational evaluation may have determined a student deficit in any of these areas. The following chart illustrates the 5 types of instruction a teacher might provide to a student to correct a deficit.

Vocational Preparation

Deficit Identified in Vocational Evaluation	Special Education Instruction to Correct this Deficit
1.) student doesn't show clear area(s) of vocational interest.	provide hands-on exploration activities which help student learn more about occupations.
2.) student doesn't have adequate daily living skills.	provide instruction and practice in deficit areas; such as money and food management, transportation, grooming and housing.
3.) student doesn't have appropriate personal-social skills.	provide instruction and practice in self-control, communication, problem solving, and conflict resolution skills. Relate this to on the job situations.

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4.) student doesn't have needed job survival skills.	provide instruction and practice in job getting, work behaviors, job retention, and job leaving skills.
5.) student doesn't have skills to enter a specific vocational training program.	provide instruction and practice in skills such as measuring for carpentry, vocabulary for electronics, tool identification for small engines, fractions for food service recipe conversion.

To assist special education teachers in providing this instruction a manual was developed. The Transition Objectives Manual provides a listing or bank of career and vocational goals and objectives for IEP's. It also lists corresponding assessment and curriculum materials which teachers can use in assessing present level of functioning or providing instructional activities for students.

One of the priority needs requested by special education teachers in the districts and agencies is social skills instruction and they, along with the mental health agency, have implemented social skills training and a curriculum. The social skills curriculum is part of the vocational preparation phase and focuses on the kinds of personal and social problems and solutions appropriate for job situations.

Once students successfully complete the preparation phase, they are ready for the third phase, vocational training. Some of the students, through instruction in the preparation phase, are now ready for mainstreaming into AVTS and COE programs. Some are ready for mainstreaming in AVTS and COE programs with special education assistance and special educators, in cooperation with vocational instructors, provide any special help a student may need.

Some moderate and severe LD and BD students are not appropriate for mainstreamed vocational placement and need other vocational training options.

Three types of modified programs are available for these students. In one type districts and agencies, working with Vocational Rehabilitation, place appropriate LD and BD students into the Cooperative Work Study Program, a program that traditionally has served mentally retarded students.

Another type of program, modified COE, is very similar to regular COE, but has a smaller student teacher ratio and uses a modified COE curriculum (Orason, 1983). Several districts in the consortium use this model for their moderate and severe LD and BD students.

Some severe LD and BD students may not be appropriate for placement in mainstreamed or modified vocational programs. Special programs with even smaller student teacher ratios and more intensive supervised training are available at the three private special education schools in the consortium. These programs emphasize work behavior adjustment.

Students have now been evaluated, prepared and trained for vocations and may be at an age were they are graduating from school. The consortium, realizing that LD and BD students may need assistance in making the transition to the community and employment, will develop a fourth phase, placement and follow-up. This phase will be developed in cooperation with business and industry, post-secondary programs, and community agencies.

There are many types of programs that are being considered for development to assist students in attaining and maintaining employment, living independently, and having successful personal and job relationships after they leave high school. There are computer placement systems in the area which can help handicapped students find jobs, and conversely systems which can help employers find handicapped employees. Employers are finding that often, handicapped workers are more reliable, productive and have lower accident, absenteeism and turnover rates (Boyer, 1978) than other employees.

Educators and others are aware that there is usually no option for a level of employment, between competitive employment and sheltered workshops in the Kansas City area. The consortium is exploring the development of semi-competitive employment with businesses and industrial firms. Semi-competitive employment would provide a needed level of employment for moderately and severely handicapped in the community at regular jobs, with supportive supervision.

Community agencies can provide follow-up counseling and support as students continue to develop in personal, social and work relationships and the consortium is exploring this area as a part of the follow-up network. Employee assistance programs and placement specialists can provide help to students in attaining and maintaining jobs. Community colleges can provide post-secondary courses to students who need further assistance in independent living and job advancement.

The list of types of programs and community services which could provide follow-up to LD and BD students is long. These programs are often already available in some form in a metropoliton area like Kansas City. The key to accessing or developing these programs is interagency-business-school-community cooperation. The consortium will therefore target the development of these cooperative linkages during the spring and fall of 1985. These linkages will be available as a network of support for LD and BD students who might otherwise fall through the cracks after leaving a school system. The support will be gradually diminished as the student, now a worker and citizen, becomes an independent adult, successfully functioning in life and work.

Resources:

Boyer, E: 1978. Commissioner's position statement on comprehensive vocational education for handicapped persons. U.S. Office of Education, Government Printing Office, Washington, D.C.

Johnson, J. 1983. Entry level skills criteria manual. Instructional Materials Laboratory, University of Missouri-Columbia.

Orason, T. 1983. Introduction to cooperative occupational education. Instructional Materials Laboratory, University of Missouri-Columbia.

Vocational Assessment and Transition Objectives

The Carl Perkins Act of 1984, has recently mandated vocational services for the special needs student including assessment of student interests, abilities and special needs (Cobb, 1985). Vocational assessment plays a critical role in providing appropriate career programming for special needs students. The extent to which educators are able to systematically and effectively evaluate the career/vocational needs of special needs students will, in large measure, determine the efficiency of individualized programs and meet the unique needs of these students (Patten, 1981; Peterson, 1985; Phelps & McCarty, 1984).

A consortium, formed in 1984 and designed to assist learning disabled and behaviorally disordered students in transitioning from school to work, addressed the need for appropriate and effective vocational assessment. They paaticularly addressed the question: how can vocational assessment results be quickly and easily related to IEP objectives and classroom instruction for special needs students? To answer the question the consortium, developed a response that related school based vocational assessment results to teacher useable IEP information and classroom follow-up.

Consortium Development

The consortium included five public school districts, three private special education facilities and two vocational rehabilitation agencies. Consortium members joined together to serve learning disabled and behaviorally disordered students whom they felt were not receiving adequate vocational

preparation before leaving school. The consortium developed a four phase plan to meet this identified need. In Phase I, assessment, the consortium worked cooperatively to set up school based vocational assessment services. In Phase II, career exploration and preparation was emphasized and courses were developed to assist students with exploration as well as instruction in daily living, entry level,job readiness and personal-social skills. In Phase III, vocational preparation, options were created or increased that allowed students to receive vocational training through the area vocational school, cooperative occupational education (COE), work study or special classes. In Phase IV, liaisons were developed with area junior colleges, rehabilitation agencies, and business and industry to set up a network of available placement or transition options.

Vocational Assessment Concerns

In the process of developing these phases, members identified four concerns related to implementing vocational assessment and following up with instruction. One, the consortium served approximately 400 learning disabled and behaviorally disordered students but could provide vocational assessment for only 100 students in the assessment lab each year. Two, the results from vocational assessment reports that had been received previously from other agencies had not been well used by special education personnel. Three, previous student IEPs did not reflect vocational goals, objectives and instruction. Four, special education personnel indicated that it was difficult to find the time to provide vocationally related instruction in addition to the academic remediation they were providing students as part of the mainstreaming process.

Concern-Appropriate Vocational Assessment for All

To address the first concern and meet the vocational assessment needs of all learning disabled and behaviorally disordered students in the consortium, two levels of assessment were developed (Figure 1). Level I, informal

Level I: Informal Assessment

collect data from:

* school records
* interviews with students, parents
* existing test data
* observations of teachers, counselors
* interests inventories & aptitude tests administered by teachers, counselors
* checklists of skills
* career exploration activities
* functional living skills tests

Level II: Formal Assessment

collect data from:

* work sample testing
* in depth vocational aptitude testing
* dexterity and coordination tests
* observations of vocational evaluator
* situational assessment

Figure 1. Levels of Assessment

assessment, was designed to evaluate students who needed limited assessment to help the student and teachers identify the vocational assets, liabilities and vocational preparation and training needs of the student. Level I used already available information and/or assessment instruments that could be administered by special education personnel with limited inservice training. Level II, formal assessment, used commercial assessment instruments such as work samples and required administration by a trained vocational evaluator. Level II assessment was designed for students who needed more in-depth assessment than could be provided by special education personnel. By providing two levels of assessment consortium members felt that the assessment needs of all learning disabled and behaviorally disordered students could be adequately met, while utilizing the available resources most effectively.

Concern- Use of Assessment Results

Consortium members felt that, concern two, the inadequate use of previous vocational assesssment reports, reflected special educators lack of knowledge about how to intrepret and use typical vocational assessment terminology and information. Two approaches were used to address this concern and to help teachers incorporate vocational assessment information into IEPs. Teachers first received inservice training in: vocational assessment terms and concepts, how to administer and interpret the informal assessment instruments, when and how to refer students for formal assessment, and how to use formal assessment results.

To help reduce the gap in terminology, teachers also participated in the development of a bank of objectives that matched the terminology and results of vocational assessments to objectives appropriate for an IEP. The consortium director first selected over 600 objectives from four curricula that focused on vocational and career preparation of special needs students (Brolin, 1971; Talarico, 1982; Wircenski, 1981 and 1982). Forty junior and senior high special education teachers then selected approximately 80 daily living skills objectives, 90 pre-vocational objectives, 70 personal-social skills objectives and 70 vocational objectives that they felt were appropriate for inclusion in a listing or "bank" of vocationally related IEP objectives. These selected objectives were grouped into 4 goals and 24 objectives with sub-objectives (Figure 2).

(insert figure 2)

Transition Objectives

1: Goal: Improve Daily Living Skills

Objectives:

- 1.1.0 Increase consumer skills and ability to handle money.
  - 1.1.1 Increase life reading skills
  - 1.1.2 Increase life math skills
  - 1.1.3 Improve purchasing and consumer skills
  - 1.1.4 Improve budgeting skills
  - 1.1.5 Improve banking skills
- 1.2.0 Increase knowledge of foods and nutrition.
  - 1.2.1 Increase knowledge about food buying and planning
  - 1.2.2 Practice food preparation
- 1.3.0 Improve ability to maintain clothing.
- 1.4.0 Improve ability to select housing and manage a home.
  - 1.4.1 Improve ability to select housing
  - 1.4.2 Improve ability to do home management
- 1.5.0 Increase knowledge about community and government.
  - 1.5.1 Learn about community
  - 1.5.2 Learn about government
- 1.6.0 Increase awareness of leisure time and family activities.
- 1.7.0 Develop good health practices
- 1.8.0 Improve mobility/traveling skills.

2: Goal: Improve Personal-Social Skills

Objectives:

- 2.1.0 Improve appearance
- 2.2.0 Improve self-concept and awareness of emotions
- 2.3.0 Improve verbal and written communication skills
- 2.4.0 Improve information processing/problem solving
- 2.5.0 Improve ability to interact with others
- 2.6.0 Improve self-control
- 2.7.0 Demonstrate appropriate male/female/friend social skills

3: Goal: Increase Pre-Vocational Skills

Objectives:

- 3.1.0 Learn more about careers and work in preparation for jobs
  - 3.1.1 Increase awareness about careers
  - 3.1.2 Gather information about careers
- 3.2.0 Develop a career plan
- 3.3.0 Improve ability to communicate verbally, in reading and in writing, on a job
  - 3.3.1 Improve ability to communicate verbally on jobs
  - 3.3.2 Improve ability to read on jobs
  - 3.3.3 Improve ability to write on jobs
- 3.4.0 Improve ability to do job related math
  - 3.4.1 Practice math related to jobs
  - 3.4.2 Practice time and measurement related to jobs

4: Goal: Increase Vocational Skills

Objectives:

- 4.1.0 Demonstrate skills needed to hunt for and aquire a job
  - 4.1.1 Practice filling out applications
  - 4.1.2 Demonstrate job interviewing
  - 4.1.3 Demonstrate job hunting
- 4.2.0. Know basics about equipment
- 4.3.0 Improve needed job behaviors
  - 4.3.1 Improve time on task
  - 4.3.2 Improve following directions
  - 4.3.3 Improve dealing with authority
  - 4.3.4 Improve getting along with others
  - 4.3.5 Improve accuracy of work
  - 4.3.6 Improve completing work assignments
  - 4.3.7 Improve job attitudes
- 4.4.0 Learn advanced job knowledge/information
- 4.5.0 Demonstrate ability to leave a job appropriately

Figure 2. Bank of Objectives

To further reduce the gap in using vocational assessment report information, the vocational evaluator responsible for formal assessment developed a "menu" of items most often used when writing assessment reports. This "menu", similar to a computer software menu, was written in terms that matched the bank of objectives developed by the teachers. "Menu" items that were appropriate to a particular student could be selected, written into an assessement report,and used in IEP development (Figure 3).

Concern- Vocational Objectives in IEPs

Concern three, the inclusion of vocational goals, objectives and instruction in IEPs, had been partially answered in responding to concern two. Teachers now had a bank of vocationally related goals and objectives. To further assist teachers in providing vocationally related instruction, consortium members identified curriculum materials and assessment instruments that corresponded to the goals and objectives. Appendix A contains the transition objectives with corresponding assessment and curriculum material.

Recommendations Menu

Pre-vocational Recommendations

1. provide instruction in daily living skills such as 1) consumer skills, 2) foods, 3) clothing, 4) home management, 5) government and community, 6) health care, 7) mobility

2. provide instruction in personal-social skills such as 1) appearance, 2) self-concept, 3) communication, 4) problem solving, 5) interactions, 6) self-control, 7) male/female/friend relationships

3. help student to 1) explore careers and choose realistic occupations, 2) develop a career plan, 3) improve job related communication skills, 4) improve job related math skills

4. provide instruction in job seeking skills such as 1) job applications, 2) interviewing, 3) job hunting

5. provide instruction in 1) entry level skills in (occupational area), 2) tools and equipment

6. provide instruction in work behaviors such as 1) time on task, 2) following directions, 3) dealing with authority, 4) getting along with others, 5) accuracy of work, 6) completing work assignments, 7) appropriate job attitudes

7. provide further career counseling to help student make career selection

8. provide activities to increase 1) visual preception, 2) fine motor skills, 3) gross motor skills

9. work with (name) on noted liability areas of

Training Recommendation

1. consider vocational training in 1) COE, 2) area vocational school, 3) vocational rehabilitation, 4) work study, 5) post-secondary, 6) other

2. consider vocational training in 1) marketing and distribution, 2) electronics, 3) construction, 4) cosmetology, 5) A/C, 6) welding, 7) printing, 8) auto mechanics, 9) small engines, 10) data entry, 11) business and office, 12) computer programming, 13) advertising art, 14) area of students choice, 15) other

Placement Recommendations

1. (name) appears to have potential for 1) competitive employment, 2) supported employment, 3) sheltered workshop

2. consider post-secondary/college placement at 1) with instructional support, 2) without instructional support

3. assist (name) with 1) job placement, 2) advanced job knowledge

Figure 3. Menu for Assessment Report

Concern- Time Constraints

In concern four, educators had indicated they felt that offering academic as well as vocational instruction taxed the amount of time they had with students. Consortium members addressed this concern by developing a "scope and sequence" that identified which objectives would be focused on at different levels or grades in school. The junior and senior high school special education teachers rated at which of three levels, junior high, early, and late senior high, objectives should be taught. Compilation of the ratings indicated that teachers felt daily living skills should be taught primarily at the junior high level. Personal-social skills should receive attention at the junior and early senior high level, and pre-vocational and vocational skills should receive more emphasis during early and late senior high. The needs of the individual were still of first importance in deciding when instruction should be provided, but teachers found that developing this scope and sequence helped them divide the task of providing instruction in important vocational skills over three levels or a number of school years.

With the following components in place: 1) informal and formal vocational assessment; 2) a "menu" of assessment report recommendations; 3) matched to a bank of vocationally related IEP goals, objectives, curriculum and assessment materials; and 4) instruction as needed or at "scope and sequence" levels,

special education teachers in the consortium could begin to more easily and effectively relate assessment results to IEP planning and instruction. Figure 5 illustrates the flow of information between these components/connections.

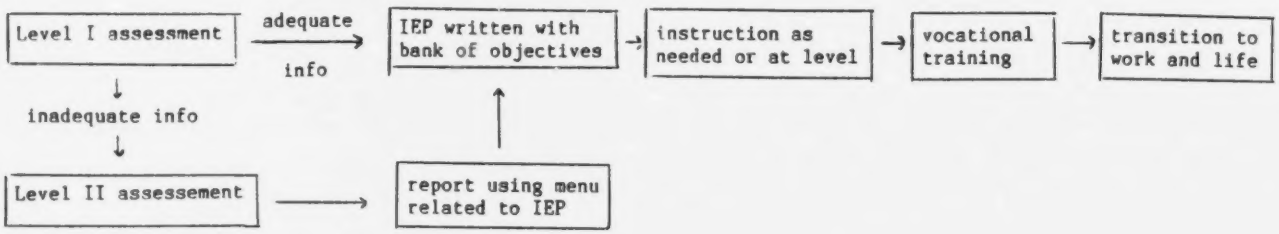

Figure 5. Flow of Information

Students are first referred for informal assessment. If this assessment provides adequate information, goals and objectives using the IEP bank of vocational objectives are written. If informal assessment is not adequate, the student is refered for formal assessment with the report drawn from the recommendations "menu". Instruction as needed or at level is then provided, followed by vocational training, ultimately leading to transition to work and life.

The four concerns addressed by the consortium are concerns frequently found by those developing school based vocational assessment and follow-up instruction. Consortium members have found that by addressing these concerns and connecting vocational assessment and instruction, the flow of vocational services and instruction provided to students has increased, offering them a better chance to transition from school to work and life.

References

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Appendix A

Transition Objectives

Introduction:

Handicapped students, learning disabled (LD), behaviorally disordered (BD), and mentally retarded (MR), often are lacking in the skills needed to transition to independent living and employment. Special Education teachers want to prepare these students with the daily living, personal-social, pre-vocational and general vocational skills they need. Some listings of objectives have been available, identifying objectives in these areas, but no list identified which objectives should be addressed at which level in the handicapped students' school experience.

The listing of objectives in these pages addresses which transitional objectives should be taught at three levels: junior high (7th and 8th grade), early senior high (9th and 10th grade), or later senior high (11th and 12th grade). To develop this listing, objectives from six career, vocational and special needs were compiled. The compiled listings were then rated by LD, BD, and MR teachers, as part of a grant funded by the Missouri Department of Elementary and Secondary Education, Division of Special Education.

Forty junior and senior high Special Education teachers rated approximately 80 daily living objectives, 90 pre-vocational objectives, 70 personal-social objectives, and 70 vocational objectives. The teachers rated which of the three levels, junior high, early or later senior high, the objectives should be taught at. The objectives were further refined by the grant coordinator and the resulting listing describes a "scope and sequence" of objectives which, when included in special education instruction, can help a student transition to independent living and employment.

Ratings:

The three columns next to the objectives show the rating of special education teachers. One X indicates that 60% or more of the teachers rated the objective as appropriately taught at that level. Two XX's indicate that 40%-60% of the teachers rated the objective as also appropriately taught at that level. Teachers felt that some objectives were important enough to be taught at two and ocassionally three levels. These ratings can help teachers determine when to teach an objective, and consequently prepare a student for transition to life and work. These ratings can also be used in developing a "scope and sequence" of instruction for junior and senior high education.

The objectives, that the teachers rated, tended to fall under the following levels or grades:

	level:	1	2	3
1. Daily Living Skills	grade:	7-8	9-10	11-12
life reading and math skills		x	x	
purchasing and consumer skills		x	x	x
budgeting			x	x
banking			x	x
food buying and preparation		x		
clothing		x		
housing				x
home management		x		x
community		x	x	
government		x	x	
leisure		x		
family				x
health		x		
mobility		x		
2. Personal-Social Skills				
appearance		x		
self-concept		x		
communications		x		
info processing/problem solving		x	x	
interactions		x	x	
self control		x	x	
male/female/friend relationships		x	x	
3. Pre-Vocational Skills				
career awareness		x	x	
career information gathering			x	x
career planning			x	x
vocational communication		x	x	
vocational math		x	x	
time/measurement		x		
4. Vocational Skills				
job seeking			x	x
equipment			x	x
job behaviors		x	x	x
advanced job knowledge			x	x
job leaving			x	x

Teachers can utilize these transition objectives when writing IEP's and instructing students. The two page list which follows lists the 4 general goals and the objectives under each goal. After assessing a student, a teacher may find that the student needs additional work in objective 1.1.0 Consumer skills and ability to handle money. Ten sub-objectives for that objective are on pages 6-8. These sub-objectives can be used in developing units or lesson plans. They can also be developed into competency based or criterian referenced statements for evaluation of a students' aquisition of the objective.

Other information, such as present level of functioning or curriculum to be used when teaching the objectives, is also needed when writing IEP's. Therefore, the listing includes suggestions for tests and checklists which can help assess the present level of functioning in the four (4) areas of daily living, personal-social, pre-vocational and general vocational skills. Curriculum suggestions are also listed with each skill area. Appendix A lists the assessment tests and checklists which can be used with the objectives and the publishers of the tests.

The curriculum materials listed with the objectives are all written at a 5th grade reading level or below, and are developed for special needs students. The last page lists the publishers (p) of the listed curriculum materials.

Transition Objectives

1: Goal: Improve Daily Living Skills

Objectives:		Pages:
1.1.0	Increase consumer skills and ability to handle money.	6-8
1.1.1	Increase life reading skills	
1.1.2	Increase life math skills	
1.1.3	Improve purchasing and consumer skills	
1.1.4	Improve budgeting skills	
1.1.5	Improve banking skills	
1.2.0	Increase knowledge of foods and nutrition.	9-10
1.2.1	Increase knowledge about food buying and planning	
1.2.2	Practice food preparation	
1.3.0	Improve ability to maintain clothing.	10-11
1.4.0	Improve ability to select housing and manage a home.	11-13
1.4.1	Improve ability to select housing	
1.4.2	Improve ability to do home management	
1.5.0	Increase knowledge about community and government.	13-15
1.5.1	Learn about community	
1.5.2	Learn about government	
1.6.0	Increase awareness of leisure time and family activities.	15-16
1.7.0	Develop good health practices	17-18
1.8.0	Improve mobility/traveling skills.	18-19

2: Goal: Improve Personal-Social Skills

Objectives:

2.1.0 Improve appearance 20

2.2.0 Improve self-concept and awareness of emotions 20

2.3.0 Improve verbal and written communication skills 21-22

2.4.0 Improve information processing/problem solving 22-23

2.5.0 Improve ability to interact with others 23-24

2.6.0 Improve self-control 24-25

2.7.0 Demonstrate appropriate male/female/friend social skills 26

3: Goal: Increase Pre-Vocational Skills

Objectives:

3.1.0 Learn more about careers and work in preparation for jobs 27-28
- 3.1.1 Increase awareness about careers
- 3.1.2 Gather information about careers

3.2.0 Develop a career plan 28-29

3.3.0 Improve ability to communicate verbally, in reading and in writing, on a job 29-31
- 3.3.1 Improve ability to communicate verbally on jobs
- 3.3.2 Improve ability to read on jobs
- 3.3.3 Improve ability to write on jobs

3.4.0 Improve ability to do job related math 31-32
- 3.4.1 Practice math related to jobs
- 3.4.2 Practice time and measurement related to jobs

4: Goal: Increase Vocational Skills

Objectives:

4.1.0 Demonstrate skills needed to hunt for and aquire a job 34-35
- 4.1.1 Practice filling out applications
- 4.1.2 Demonstrate job interviewing
- 4.1.3 Demonstrate job hunting

4.2.0. Know basics about equipment 36

4.3.0 Improve needed job behaviors 36-40
- 4.3.1 Improve time on task
- 4.3.2 Improve following directions
- 4.3.3 Improve dealing with authority
- 4.3.4 Improve getting along with others
- 4.3.5 Improve accuracy of work
- 4.3.6 Improve completing work assignments
- 4.3.7 Improve job attitudes

4.4.0 Learn advanced job knowledge/information 40-41

4.5.0 Demonstrate ability to leave a job appropriately 41

1: Goal: Improve Daily Living Skills

1.1.0:
Objective: Increase consumer skills and ability to handle money.

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
Daily Living Skills Checklist (with voc. eval. referral)	1.1.1 Life Reading Skills				1.1.1 Life Reading
	a. read and use sale ads to locate used car, furniture, apartments or houses for rent		XX	X	p-School Speciality Developing Everyday Reading Skills $3.25
1.1.1 Life Reading Skills					
Brigance Inventory of Essential Skills, section D-Functional Work Recognition	b. read and complete commonly used forms and applications	XX	X		Coping Skills-Using the Newspaper $1.95
	c. read and interpret insurance terms		XX	X	p-Weekly Reader
Best Test-reading/language arts section	d. read newspaper for informational/consumer purposes	X	XX	XX	Read It Right $2.30
	e. read directions on boxes	X			1.1.2 Life Math Skills
1.1.2 Life Math Skills					p-Weekly Reader
Brigance Inventory of Essential Skills, section R-measurement, section S-metrics	f. identify basic price labels, weights, and measurements, expiration dates, and "in store" survival words	X	XX		Figure It Out $2.30
					Math That Pays Off $2.30
	1.1.2 Life Math Skills				
	a. identify money and make change	X			p-Janus
	b. know how to handle a paycheck	X			Paychecks $3.30
	c. use the Metric System related to shopping skills		X		
	d. interpret sale prices	XX	X		
	e. interpret unit pricing of food items	XX	X		
	f. understand monthly income, including types of financial assistance		X		

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ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
1.1.3 Purchasing and Consumer Skills	1.1.3 Purchasing and Consumer Skills				1. 1.3 Purchasing and and Consumer Skills
Test for Everyday Living (TEL)- Purchasing	a. know and use vending machines	x			p-Janus
	b. know how to budget and purchase items	xx	x		Using the Want Ads $3.30
Brigance Inventory of Essential Skills-Section W	c. know how to comparison shop, (including use of coupons, newspaper ads, foods in season, foods in quantity, choice of stores and returnable bottles)	x	x		More For Your Money $3.30
	d. know how to select and purchase insurance			x	p-Mafex
	e. identify deceptive advertising practices			x	Shops and Services $2.95
	f. explain the rights of a consumer (including laws, contracts, repossessions, and small claims court)			x	p-School Speciality
	g. know how to locate, hire, or enter into agreements with attorneys, contractors, and other professionals or businessmen			x	Coping Skills-Law and the Consumer
	h. know how to return defective merchandise to place of purchase	xx	x		p-Weekly Reader
	i. recognize and report illegal business practices			x	Get What You Pay For $2.30
	j. make mail order and catalog purchases		x		

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
1.1.4 Budgeting Brigance Inventory of Essential Skills-Section W Tests for Everyday Living (TEL)-Budget	1.1.4 Budgeting				1.1.4 Budgeting p-Janus
	a. understand and be able to use credit and charge accounts		xx	x	Budgeting $3.30
	b. develop and use budget		x	x	Master Your Money $3.30
	c. keep basic financial records		x	xx	p-Weekly Reader
	d. calculate and pay taxes		xx	x	Using Math Wisely $2.30
	e. know personal identification and be able to use valid check-cashing identification	x			p-Fearon Budgeting $3.30
1.1.5 Banking Tests for Everyday Living (TEL)-Banking Brigance Inventory of Essential Skills-Section W	1. 1.5 Banking				1. 1.5 Banking p-Allison and Associates
	a. know the methods and costs of borrowing money including types of loans, sources of loans, collateral, interest rates, installment contracts, and credit cards		xx	x	You and Your Money $3.15
	b. maintain a checking account		xx	x	p-Janus Pay by Check $3.30
	c. maintain a savings account	x	x		
	d. apply for and know how to use related banking services		xx	x	p-Mafex Writing Checks $4.95

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
Objectives: 1.2.0 Increase knowledge of foods and nutrition.					
1.2.1 Food Buying and Planning 1.2.2 Food Preparation Brigance Inventory of Essential Skills, section Y-Food and Clothing	1.2.1 Food Buying and Planning				1.2.1 Food Buying and Planning
	a. identify basic food groups and plan balanced meals	x			p-Mafex Food $2.95
	b. be able to independently "go out" to eat and order a well balanced meal	x			p-School Speciality Lifeskills Pack Getting the Groceries $ 14.95
	c. read grocery ads to determine best buys and location	x			
	d. make up own shopping lists of foods	x	x		1.2.2 Food Preparation
	e. independently buy needed food items	x			p-Allison Associates Food and Nutrition $3.15
	f. know food stamps and how to use if needed		x		p-School Speciality Coping Skills- Eating Smart $1.95
	1.2.2 Food Preparation				Eat Hearty, Be Healthy $1.95
	a. demonstrate eating skills, (including washing hands, use of napkin, eating a sack lunch, use of silverware, and eating especially messy foods)	x			
	b. demonstrate acceptable adult table manners, including passing foods, serving foods, posture and talk at table	x			
	c. be able to set the table for four people	x			

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	d. demonstrate dish washing skills by hand and use of a "built-in type"	x			
	e. demonstrate skill of drying dishes and general cleaning-up skills in the kitchen	x			
	f. practice basic safety habits in the kitchen	x			
	g. read recipes	x			
	h. know how to fix three simple meals a day	x			
	i. be able to buy, prepare, cook, serve, and clean up a meal	x	x		
	j. know how to use left-overs	x			
	k. read and control stove burner controls, oven temperature controls and a hand timer	x			
	l. know liquid and dry measurement skills	x			
Objectives: 1.3.0 Improve ability to maintain clothing.					
1.3.0 Clothing	1.3.0 Clothing				1.3.1 Clothing
Brigance Inventory of Essential Skills, section Y-Food and Clothing	a. know body measurements and clothing sizes	x			p-Janus Clothing Language $2.95
	b. purchase own clothing	x			
	c. read labels in clothes for directions in washing and cleaning	x			

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
	d. purchase clothing	x	x		
	e. wash own clothes using a washing machine and dryer, a laundromat, apartment utility room	x			
	f. be familiar with a dry-cleaners	x			
	g. maintain order of home closets and drawers	x			
	h. be able to iron own clothes	x			
	i. be able to sew and do basic clothing repair	x	x		
Objectives 1.4.0 Improve ability to select housing and manage a home.					
1.4.1;1.4.2 Housing/Home Management Test of Everyday Living (TEL)-Home Management	1.4.1 Housing				1.4.1 Housing
	a. locate apartments and houses available for rent, lease, or purchase			x	p-Janus Sharing an Apartment $3.30
	b. read and interpret rental agreements and leases			x	Insure Yourself $3.30
	c. obtain renters or homeowners insurance			x	p-Fearon
	d. calculate the cost of maintaining a residence			x	Planning for Your Own Apartment $2.70
	e. be aware of requirements and procedures for sub-leasing			x	

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	f. explain the rights and responsibilities of tenants			x	
	g. select and know how to purchase furniture and other personal property			x	
	h. select good housing			x	
	i. determine appropriate kind of living situation (home, apartment, dorm)		x		
	j. know who can help in selecting living situation		x	xx	
	k. investigate living situations in community and make necessary arrangements (rent, down payment)			xx	
	1.4.2 Home Management				
	a. obtain the services of utility companies			x	
	b. maintain a home			x	
	c. use basic appliances	x			
	d. make own bed	x			
	e. identify and use basic home use tools	x			
	f. demonstrate sweeping, dusting, wet-mopping, and vacuuming skills	x			
	g. clean a bathroom	x			
	h. change light bulbs	x			

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
	i. set thermostat	x			
	j. operate drapes, shades, and blinds	x			
	k. clean the entire house in a reasonable amount of time	x	x		
	l. know what to do when spring house cleaning	x			
	m. be able to schedule activities necessary in managing a home			x	
	n. be able to complete activities for managing and maintaining a home independently			x	
	o. complete minor home repairs (faucet, paint room, fix light switch)			x	
	p. maintain home exterior			x	
Objectives 1.5.0 Increase knowledge about community and government.					
1.5.1 & 1.5.2 Government/Community Basic Essential Skills Test (BEST)-Government and Economics section	1.5.1 Community a. identify and describe community health related services such as home care, venereal disease, mental health, and alcohol and drug abuse services	x	xx		1.5.1 Community p-Janus Getting Help: Using Community Services $3.30
	b. identify and describe community family related services including marital counseling, problem pregnancies, unfair treatment, children and youth, and nursing home services		x	x	p-Mafex React: Coping with Life Experiences $87.50

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	c. identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.	xx	x		
	d. identify and describe community legal and financial counseling, and law enforcement services		xx	x	
	e. identify and describe community services such as recreation, transportation, employment and emergency services	xx	x		
	f. assist other persons through participation in volunteer organizations	x	x		
	g. know the services offered by the Parks and Recreation Bureau and YMCA and YWCA	x			
	h. read telephone directory to determine agencies to call for help	x			
	i. communicate effectively with employees of community facilities (post office, cleaners, grocery)	x	xx		
1.5.2 Government					1.5.2 Government
	a. explain the rights and responsibilities of citizens	x	xx		p-Weekly Reader
	b. discuss local, national, and world events	x			It's the Law $2.30 re 3.5-4.5
	c. know the functions of the local police department and fire department	x			

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
	d. display knowledge of citizenship requirements, how to be a good citizen, what services are offered by government and how they are paid	x	x		p- Fearon Your Rights and the Law $3.90
	e. register to vote			x	Your Government $3.90
	f. find out where to vote and when			x	
	g. register for draft			x	
	h. understand what sources to contact if there are problems with budget, taxes, laws, loss of money, traffic violations		x		
	i. generally understand local laws and government	xx	x		
	j. generally understand federal government	xx	x		
	k. distinguish between civil and criminal charges	xx	x		
Objectives	1.6.0 Increase awareness of leisure time and family activities.				
	1.6.0 Leisure/Family				1.6.0 Leisure/Family
	a. take part in group recreation and activities	x			p-Mafex Television $2.95
	b. know activities available in the community	x			Travel $2.95
	c. read daily newspaper for local information or recreation planning	x	xx		p-Weekly Reader Know What's Happening $2.30
	d. develop dancing skills, including slow and fast dancing, dance positions and appropriate dance behaviors	x			p-Allison Associates Skillbook-You and the

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
	e. become familiar with several common card games	x			
	f. have an awareness of the meaning of leisure time and recreation	x			
	g. work a radio, TV, stereo, and cassette tape recorder	x			
	h. be familiar with several basic table games	x			
	i. be familiar with several common magazines	x			
	j. be able to use the public library	x			
	k. have a basic knowledge of movies	x			
	l. be aware of why people go to church	x			
	m. prepare for adjustment to marriage			x	
	n. prepare for raising children (physical care)			x	
	o. prepare for raising children (psychological care)			x	
	p. practice family safety in the home	x			
	q. plan vacations			x	

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
Objectives: 1.7.0 Develop good health practices					
1. 7.0 Health	1.7.0 Health				1.7.0 Health
Brigance Inventory of Essential Skills, section U-Health and Safety Tests for Everyday Living-Health Care section	a. understand body parts and how they work	x			p-Weekly Reader Keeping Fit $2.30 p-Mafex Medicine $2.95 p-Fearon Ablest Series:Health $2.65 p-Janus Need a Doctor $3.30 Help! First Steps to First Aid $2.30
	b. know about smoking and the hazards to your health	x			
	c. know about social drinking	x			
	d. know about drugs and the hazards to your health	x			
	e. be able to independently medicate self when necessary	x			
	f. understand when and how to ask for medical assistance	x			
	g. develop ability to perform basic physical fitness exercises in a reasonable time period	x			
	h. understand need for good nutrition and demonstrate in planning meals/exercise	x	xx		
	i. know basic medical information regarding self	x	xx		
	j. understand own mental and physical handicaps and limitations	x			
	k. be aware of weight and have ability to identify fattening and not-fattening foods	x			
	l. know common illnesses and medical conditions	x			

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
	m. know good mental health and awareness of what to do with a problem	x	xx		
	n. dress appropriately	x			
	o. show proper grooming and hygiene	x			
	p. select a personal physician and dentist			x	
	q. maintain a proper diet	x			
	r. maintain physical fitness	x			
Objectives 1.8.0 Improve mobility/traveling skills.					
1.8.0 Mobility	1.8.0 Mobility				1.8.0 Mobility
Brigance Inventory of Essential Skills, section X-Travel and Transportation	a. follow traffic rules and safety practices	x	xx		p-Weekly Reader
	b. drive a car			x	Math for the Road $2.30
	c. utilize road maps of city and state	xx	xx	xx	Get Where You'r Going $2.30
	d. understand location of home, school; show on map	x			p-Allison Associates
	e. understand location of city, state, nation; show on map	x			Life Skills Driving $3.15
	f. carry a wallet and emergency identification	x			Adventures with Maps $14.95
	g. use public transportation or plan other kinds of transportation	x	xx		
	h. develop street-crossing skills	x			

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	i. develop mobility skills within the community (including ability to walk to several designated places and basic bus-riding skills)	x			p-Janus Getting Around $3.30 Caring for Your Car $3.30
	j. show community facilities on map (fire station, city hall, post office, recreation facility)	x			Becoming a Driver $3.30
	k. independently leave the house in a safe manner	x			
	l. know how to select and purchase an automobile			x	
	m. calculate automobile expenses		x		

2: Goal: Improve Personal-Social Skills

Objective: 2.1.0 Improve appearance

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
2.1.0 Appearance	2.1.0 Appearance				2.1.0 Appearance
Personal/Social Checklist (with voc. eval. referral)	a. have good body hygiene	x	xx		p-Janus
	b. dress appropriately for situation and time of year	x			Looking Good $2.65
	c. keep hands away from mouth, face, etc.	x			
	d. stand or sit correctly in social situations	x			
	e. present a neat, clean and appropriate appearance	x			
Objectives: 2.2.0 Improve self-concept and awareness of emotions					
2.2.0 Emotions/Self-concept	2.2.0 Emotions/Self-Concept				2.2.0 Emotions/Self-concept
	a. identify and handle emotions	x	x		p-Allison Associates
	b. express feelings of worth	x			Me and Others $3.15
	c. tell how others see me	x			p-School Speciality
	d. accept and acknowledge criticism and rejection	x		xx	Sage: Self Awareness Growth Experience $14.95
	e. act mature for age	x		xx	
	f. demonstrate a sense of humor	x			
	g. demonstrate a positive self-concept	x			
	h. understand psychological needs and ways to meet them	x	x		

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ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
Objective 2.3.0 Improve verbal and written communication skills					
2.3.0 Communication	2.3.0 Communication				2.3.0 Communication
Brigance Inventory of Essential Skills, section Z-Communication and Telephone Skills	a. use appropriate tone of voice	x			p-Mafex
	b. converse with others on appropriate subjects	x			Telephone $2.95
	c. demonstrate attentiveness	x			p-Weekly Reader
	d. speak clearly and articulately using correct grammar	x			Get It Down In Writing $2.30
	e. make accurate reports of observations		x		p-School Speciality
	f. criticize without degrading or belittling	xx	x		The Amazing Adventures of Harvey Crumbaker-Everyday Communications $19.95
	g. demonstrate tact and poise when speaking in stressful situations			x	
	h. do not tell on others	x			p-Allison Associates
	i. communicate in writing	x	x		Life Skills Writing $3.15
	j. understand the subtleties of communication			x	
	k. develop answering the telephone skills	x			
	l. develop calling on the telephone skills	x			
	m. develop own Personal Telephone-Address Book	x			
	n. develop using a pay telephone skills	x			

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
	o. develop ability to use Directory Assistance and follow several telephone recordings	x			
	p. develop advanced use of the telephone book (including long distance phone calls, make appointments at doctor, dentist, beauty/barber shop, etc.)		x		
Objective 2.4.0 Improve information processing/problem solving					
2.4.0 Info Processing/Problem Solving	2.4.0 Information Processing/Problem Solving				2.4.0 Info Processing/Problem Solving
	a. display ability to make choices in activities	x			p-Weekly Reader
	b. understand being organized	x			Getting Help $2.30
	c. develop goals and reach them	x	xx		p-Mafex
	d. understand the need for goals	x	xx		Making It $4.50
	e. know what will happen if I do something	x			p-MARC
	f. know where to find good advice	x			Affective Social Skills Curriculum $5.00
	g. know what to do in emergency situations	x			
	h. analyze information, define problem, and identify possible solutions and alternatives		xx	x	p-Research Press Skill Streaming the Adolescent $12.00
	i. reconcile conflicting demands and conflicts of interest			x	
	j. give or follow directions clearly and accurately	x	xx		

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	k. interpret and/or request clarification of oral and written instructions and directions	x	xx		
	l. request help when needed	x			
	m. exhibit critical thinking skills			x	
Objective 2.5.0	Improve ability to interact with others				
2.5.0 Interactions	2.5.0 Interactions				2.5.0 Interactions
	a. anticipate consequences of personal actions	x	x		p-Fearon
	b. keep hands to self	x			Going Places with Your Personality $2.40
	c. display affection correctly for age group	x			p-School Speciality
	d. wait for turn in group activity	x			Attitudes in Everyday Living $3.25
	e. look at people when talking	x			
	f. greet people appropriately	x			Person-to-Person Interaction Kit $14.95
	g. introduce friends, parents, teachers	x			
	h. judge the temperament, mood, and intent of others	x	xx		
	i. interpret non-verbal actions and cues from others	xx	x		
	j. demonstrate cooperation	x			
	k. interact with others	x			
	l. give or accept praise	x			

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	m. give or accept criticism	x			
	n. know kind of behavior needed for acceptance in public	x			
	o. recognize personal roles (son, daughter, student, friend, etc.)	x			
	p. make and maintain friendships	x			
	q. understand how behavior affects others	x	xx		
	r. understand how to deal with feelings in relations to other people's actions/statements	xx	x		
	s. display correct group behavior	x			
	t. understand how others select friends, how groups operate	xx	x		
Objective 2.6.0 Improve self-control					
26.0 Self Control	2. 6.0 Self-Control				2.6.0 Self Control
	a. be courteous and sharing	x			p-Janus
	b. demonstrate recognition and acceptance of behavioral expectations of adults and authority figures	x	xx		The Big Hassle Getting Along with Authority $3.30
	c. respect the rights and properties of others	x			p-School Speciality
	d. display appropriate behavior in school/transportation situations	x			Free to Choose $2.25

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	e. demonstrate skills in self-control by managing negative feelings or emotions in interpersonal relations	x	xx		
	f. know how to decline activities which would be illegal or destructive	x	xx		
	g. work independently in an adult manner	xx	x		
	h. demonstrate cooperation	x			
	i. be tactful	x			
	j. be trustworthy	x			
	k. be helpful	x			
	l. demonstrate a sense of responsibility	x			
	m. demonstrate initiative	x	xx		
	n. demonstrate good judgement	x			
	o. demonstrate integrity	x			
	p. demonstrate realistic expectations	x	x	xx	
	q. manage time effectively	x	xx	xx	
	r. react appropriately to aggressive behavior	x	x	xx	

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
Objective 2.7.0 Demonstrate appropriate male/female/friend social skills					
2.7.0 Male/Female/Friend Social Skills	2.7.0 Male/Female/Friend Social Skills				
	a. understand personal considerations in choosing friends	x	xx		
	b. understand activities/feelings/problems that can be shared with friends, new acquaintances	xx	x		
	c. understand different types of close relationships	xx	x	x	
	d. identify behavior appropriate to sex role	x	xx		
	e. display appropriate behavior with "date"/girlfriend/boyfriend at school/home/party	x	xx	xx	
	f. demonstrate knowledge of sexual information proper for age/social group	xx	x		
	g. develop ability to plan enjoyable extra-curricular activities/hobbies	x	x		
	h. ask for a date correctly in person or on phone	xx	x		
	i. communicate with a date appropriately		x		
	j. display appropriate behavior for a date in private/public		x		
	k. understand limitations in relationships	x	x	x	
	l. understand responsibilities of relationships	x	x	x	

3. Goal: Increase Pre-Vocational Skills

Objective: 3.1.0 Learn more about careers and work in preparation for jobs

ASSESSMENT	OBJECTIVE	Level: 1 Grade: 7-8	2 9-10	3 11-13	CURRICULUM
3.1.0 Career Exploration	3.1.0 Career Exploration				3.1.0 Career Exploration
3.1.1 Awareness	3.1.1 Awareness				
3.1.2 Information Gathering	a. assess personal aptitudes, abilities, interests, values, and needs		x		p-McKnight Choosing the Right Career $12.95
	b. be aware of jobs in own community	x	xx		
	c. understand own strengths and weaknesses	x	x		
	d. study the clusters of occupations to become aware of the wide range of available jobs	x	xx		
	e. understand how work relates to one's self esteem	x	x		
	f. understand ways in which workers help society	xx	x		
	g. understand reasons for working including meeting personal needs through wages		x		
	h. understand positive and negative aspects of different kinds of work		x		
	i. show how the skills learned at school relate to skills needed at work		x		
	3.1.2 Information Gathering				
	a. identify and study occupations through information sources and occupational organizations		x		p-publisher

ASSESSMENT	OBJECTIVES	Level: 1 / Grade: 7-8	2 / 9-10	3 / 11-12	CURRICULUM
	b. study the occupational outlook for high school drop outs, high school and technical school graduates, and college graduates		x	xx	
	c. determine amount of reading, writing, and spelling needed in career field		x	xx	
	d. determine the amount of listening and speaking needed in career field		x	x	
	e. identify types and levels of math needed in career field		x	xx	
	f. identify types of attitudes and behaviors needed in career field		xx	x	
	g. identify strength, endurance, and dexterity needed for job in career field		xx	x	
	h. identify fumes, cold, or heat involved in career field		xx	x	
	i. study the different kinds of vocational training available, i.e. AVTS, COE, apprenticeships, work study, private		xx	x	
Objective: 3.2.0 Develop a career plan					
3.2.0 Career Planning	3.2.0 Career Planning				3.2.0 Career Planning
	a. understand ways that an occupation relates to future goals			x	p-Janus Job Planner $3.40
	b. study educational opportunities including college, vocational training, work-study programs, adult and life-long learning programs			x	p-Allison Associates Me & Jobs $3.15

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
	c. determine an occupational preference and make a career choice based on assessment of needs		x	xx	p-School Speciality Me and My Future $3.25
	d. develop a career plan		xx	x	p-McKnight
	e. understand job requirements in relation to own abilities		x	xx	Entering the World of Work
	f. understand necessity of "starting at bottom" and working up		xx	x	
	g. understand need to accept a job part time, in order to gain experience, money to go on to another job, school, etc.		xx	x	
Objective: 3.3.0 Improve ability to communicate verbally, in reading and in writing, on a job.					
3.3.0 Vocational Communication	3.3.0 Vocational Communication				3.3.0 Vocational Communication
	3.3.1 Communication/Verbal				3.3.1 Communication/verbal
Brigance Inventory of Essential Skills, section W-Vocational	a. be able to communicate needs, problems to employer or counselor	x	xx		p-School Speciality
3.3.1 Communication/Verbal	b. be able to explain job requirements to others		x	xx	Listening to Directions $24.95
3.3.2 Reading					
3.3.3 Writing	c. explain how to complete certain tasks or where materials are stored	x			Entry Level Skills Criteria (ELSC) Manual-Communication section
	d. take orders and repeat these to others		x		
	e. carry billfold daily with identification card	x			
	f. follow a series of oral directions	x			

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	g. listen to supervisor	x			
	h. speak clearly or use alternate strategy to report information	x	xx		
	3.3.2 Reading				3.3.2 Reading
	a. use telephone book to find names, addresses, hours of operations and services of business	xx	x		p-Allison Associates Life Skills Reading $3.15
	b. read time, day, month on bus, work and travel schedules	x	x		p-Weekly Reader Read on the Job $2.30
	c. read and comprehend newsletters, manuals, reports, and memorandums		x		p-Janus
	d. read and interpret contracts, licenses, labels, directions, maps, catalogs, and signs		x		Reading and Following Directions $3.30
	e. read or develop alternate strategy to obtain information		x	x	p-School Speciality Functional Reading Activities Packs $5.95
	f. read charts, tables, diagrams in career field		x		
	g. use table of contents to locate desired information	x			
	h. use index to locate desired information	x			
	i. read signs found in business firms and stores	x			
	3.3.3 Writing				3.3.3 Writing
	a. know importance of a signature and ability to sign full legal name	x			p-Allison Associates
	b. utilize typing or written skills in job situations	x			Writing for the World of Work $3.15

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
	c. write legibly, using correct grammar and spelling	x			p-Weekly Reader
	d. prepare business and personal letters		x		Write for the Job
	e. follow written directions	x			
	3.4.0 Objective: Improve ability to do job related math				
3.4.0 Vocational Math	3.4.0 Vocational Math				3.4.0 Vocational Math
3.4.1 Math	3.4.1 Math				3.4.1 Math
3.4.2 Time/Measure					
	a. add, subtract, multiply and divide whole numbers	x			p-Allison Associates
	b. add, subtract, multiply and divide fractions	x	xx		Life Skills Math $3.15
	c. identify size differences among fractions	x	xx		Math for the World of Work $3.15
	d. identify size differences among metric units	xx	x		
	e. add, subtract, multiply, and divide decimals	x	xx		
	f. count	x			
	g. compute sales tax		x		
	h. compute hours worked to nearest half hour		x		
	i. compute daily wages from hourly rate		x		
	j. use a calendar	x			

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	k. use percentages, ratios, and proportions		x	xx	
	l. compare numerical values to determine ranges, averages, etc.		x	xx	
	m. understand safe money rules (no lending, no borrowing, keep money put away)	x			
	3.4.2 Time/Measure				3. 4.2 Time, Measure
	a. read and utilize temperature information	x			p-Janus Time Cards and Paychecks $3.30
	b. convert units of measure (ounce, quart, etc.)	x			
	c. read ruler and measure accurately within 1/16ths of an inch	x			Entry Level Skills Criteria (ELSC)-computation skills section
	d. tell time to hour and minute	x			
	e. read dials and meters in career field	x			
	f. utilize calculator to figure	x	xx	xx	
	g. demonstrate ability to use measuring instruments		x		
	h. be responsible for own time management	x			
	i. develop knowledge of how to schedule time	x			
	j. know daylight savings and standard time	x			
	k. use time clock and time card correctly	x			

4:Goal: Increase Vocational Skills

Objective 4.1.0 Demonstrate skills needed to hunt for and aquire a job

ASSESSMENT	OBJECTIVES	Level; Grade; 1 7-8	2 9-10	3 11-12	CURRICULUM
4.1.0 Job Seeking	4.1.0 Job Seeking				Curriculum I.
4.1.1 Applications	4.1.1 Applications				4.1.0 Job Seeking
4.1.2 Interviewing	a. locate and read want ads to determine location, pay, requirements on job		x		p-School Speciality
4.1.3 Job Hunting					The Job of Getting a Job $4.95
Test of Everyday Living Skills (TEL)-Job Search Skills section	b. know sources of information for job opening		x	xx	How to Pass Employment Tests $6.95
Job Survival Skills Checklist (with voc. eval. referral)	c. use a map in locating job agencies and job openings		x	x	Life Skills Competency Packs:Getting a Job $14.95
	d. be able to complete written job application independently		x	xx	
	e. prepare letters of inquiry or application		x	xx	
	f. compile a list of references			x	
	g. apply for social security card, work permit, and licenses		xx	x	
	h. prepare a resume	x	x		
	i. prepare for common types of employment tests			x	
	4.1.2 Interviewing				4.1.2 Interviewing
	a. plan transportation to job		xx	x	p-Janus
	b. be able to complete job interview independently		x	xx	Job Interview Kit $39.95
	c. determine key contacts within a prospective employer's organization		xx	x	p-publisher

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
	d. demonstrate an attitude appropriate for a job interview		xx	x	
	e. discuss prior work experiences, personal character, and job references		x	x	
	f. discuss personal aptitudes with respect to a prospective employer's requirements		xx	x	
	g. discuss all training and education relevant to job openings		x	x	
	h. discuss wages and salaries with a prospective employer		xx	x	
	i. dress properly for a job interview		x	xx	
	4.1.3 Job Hunting				4.1.3 Job Hunting
	a. determine which jobs offer best salary, fringe benefits, working conditions		x	xx	p-Fearon Finding A Job $3.30
	b. understand who to contact if you cannot secure a job			x	
	c. improve aptitudes necessary for jobs		x	xx	
	d. investigate the services of employment agencies		xx	x	

ASSESSMENT	OBJECTIVES	Level: Grade: 1 7-8	2 9-10	3 11-12	CURRICULUM
Objective 4.2.0 Know basics about equipment					
4.2.0 Equipment	4.2.0 Equipment				4.2.0 Equipment
	a. identify common hand tools by name and major use	xx	x		Entry Level Skills Criteria (ELSC) Manual-Equipment Section
	b. identify common power tools by name and major use		x	xx	
	c. identify materials used in occupational field by name or major use		x	x	
	d. identify equipment commonly used in occupational field by name or major use		x	xx	
	e. use materials wisely to avoid waste		x	xx	
	f. use tools and materials safely		x	xx	
Objective 4.3.0 Improve needed job behaviors					
4.3.0 Work Behavior	4.3.0 Work behavior				4.3.0 Work Behaviors
4.3.1 Time on Task	4.3.1 Time on Tasks				p-School Speciality
4.3.2 Following Directions	a. understand need for promptness and good attendance	x	x		Go For It $3.95
4.3.3 Dealing with Authority	b. explain procedures to be used when tardy or absent	x	xx		You Are the Boss $3.95
4.3.4 Getting along with Co-workers	c. maintain a good work attendance record		x	x	Job Challenges $29.50
4.3.5 Accuracy of Work	d. use time on job well, including non-work time	x	xx	x	

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
4.3.6 Completing Work Assignments	e. call into work when absent or late		x	x	p-Janus
4.3.7 Appropriate Job Attitudes	f. report to work on time	x			Don't Get Fired $3.40
	g. report to and stay in work area		x	x	p-Pearon
Tests of Everyday Living (TEL) Job Related Behavior	h. work and stay on task for extended periods of time without becoming tired			x	Keeping a Job $3.30
					p-Mafex
Vocational Abilities Checklist (attached to voc. eval. report)	4.3.2 Following Directions				Steady Job Game $9.50
	a. understand reasons for and follow instructions	x	xx		Good Work Habits $5.95
	b. follow work rules	x		xx	p-Allison Associated
	c. carry out tasks as instructed	x	x	xx	Job Survival Skills $3.15
	d. complete 4-10 verbal directions		x	x	
	e. complete 4-10 written directions		x	x	Entry Level Skills Criteria (ELSC) Manual-Classroom Behavior Skills Section
	4.3.3 Dealing with authority				
	a. accept constructive criticism and adjust work accordingly	x	x		
	b. develop ability to follow rules set by any authority figure	x	xx		
	c. tactfully accept or decline overtime work request			x	
	d. express needs with ease and clarity	x	xx	xx	
	e. notify when he or she has completed a task		x	xx	

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	4.3.4 Getting Along with Others				
	a. present self in a pleasant manner	x			
	b. participate in work related social activities well			x	
	c. work effectively as a team member and get along with other employees		xx	x	
	4.3.5 Accuracy of Work				
	a. follow directions correctly and complete assigned tasks	x		xx	
	b. do different activities simultaneously			x	
	c. identify mistakes and correct on own			x	
	d. learn new tasks quickly and efficiently			x	
	e. understand need to complete certain quality and quantity of work			x	
	f. keep materials and tools well organized		xx	x	
	g. keep a neat work area and person		xx	x	
	4.3.6 Completing work assignments				
	a. ask questions if you don't understand	x	xx		
	b. know how to ask for help if cannot complete job skills appropriately			x	

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	c. work effectively without supervision or with limited supervision		x	x	
	d. take initiative to keep busy		xx	x	
	e. perform work at a constant pace			x	
	f. request new materials		x	xx	
	4. 3.7 Appropriate Job Attitudes				
	a. demonstrate a positive attitude	x	xx	xx	
	b. display motivation toward work		x		
	c. demonstrate loyalty to company		xx	x	
	d. tactfully handle frustration or routine at work		xx	x	
	e. demonstrate a willingness to improve personal capabilities and acquire new skills	xx		x	
	f. assume responsibility for actions while on job	x	xx	x	
	g. display an emotionally stable temperment, even under pressure		x		
	h. display proper procedure for dealing with problems on job	xx	x	xx	
	i. have good personal hygiene and appearance on job	x	xx	xx	
	j. understand need to work without complaining/accepting work situation	x	xx	xx	
	k. know when, where, and how to take a "break"		x	x	

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	l. adapts to change in schedule or work conditions		xx	x	
	m. use verbal communication that is acceptable for the work setting	x		xx	
	n. take precautions in potentially dangerous work situations		x	xx	
Objective ~~4.4.0~~ Learn advanced job knowledge/information					
4.4.0 Advanced Job Knowledge	4.4.0 Advanced Job Knowledge				4.4.0 Advanced Job Knowledge
	a. identify and evaluate company pay and benefit plans including merit raises, health and dental plans, life insurance plan, credit unions, payroll deductions, educational benefit, and company training		xx	x	p-Mafex Job Awareness Kits $17.00
	b. demonstrate a knowledge of the unions, including their structure, dues, policies, mission, meetings and obligations			x	
	c. identify company career paths		xx	x	
	d. demonstrate a knowledge of safety and emergency procedures, and on-site health care services		x		
	e. demonstrate a knowledge of company rules and regulations such as grievance procedures, etc.		xx	x	
	f. demonstrate a knowledge of the procedures for requesting a raise		xx	x	

ASSESSMENT	OBJECTIVES	Level: 1 Grade: 7-8	2 9-10	3 11-12	CURRICULUM
	g. know consequences of stealing and other on the job offenses		x		
	h. know and use different ways to get to work (car, bus, walk, etc.)		x		
	i. study the legal aspects of work including the social security system, unemployment and workmen's compensation, the rights and responsibilities of workers, safety and health regulations, work permits, and racial and sex equity in the work place		xx	x	
Objective 4.5.0 Demonstrate ability to leave a job appropriately					
4.5.0 Job Leaving	4.5.0 Job Leaving				4.5.0 Job Leaving
	a. know how to notify employer when leaving job		x	xx	
	b. know how to handle job termination		x	xx	
	c. know how to request references		x		
	d. understand need for building good references		x		

VOCATIONAL ASSESSMENT

Appendix A

I. Vocational Abilities/Aptitudes:

*VACG Inventory, Exceptional Education, P.O. Box 15308, Seattle, Washington 98115

*Vocational Abilities Checklist (enclosed)

*Career Ability Placement Survey (CAPS) 6th grade reading level, Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107

II. Occupational Interests:

*Card Sort-Career Research and Testing, 1190 S. Bascom Ave., Suite 214, San Jose California 95128

*Wide Range Interest and Opinion Test-non-reading, JasTek Association, Wilmington, Delaware

*California Occupational Reference System (COPS) Interest Form R, Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107

*Self-Directed Search- 4th to 5th grade reading, Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306

III. Daily Living Skills:

*Brigance Inventory of Essential Skills-non-reader except for reading part, Curriculum Associates, Inc., 5 Esquire Road, North Billerica, MA 01862-2589

*Street Survival Skills Questionnaire-non-reader, Commor Market Press, P.O. Box 45628, Dallas, Texas 75245

*Test for Everyday Living (TEL)-non-reading, Publishers Test Service, 2500 Garden Road, Monterey, California 93940-5280

*Best Test-Missouri Department of Elementary and Secondary Education, Jefferson City, Mo.

*Daily Living Skills Checklist (enclosed)

IV. Personal-Social Skills:

*Personal-Social Skill Checklist (enclosed)

V. Job Values:

*Career Orientation Placement and Evaluation Survey (COPES)-5th to 6th reading level, Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107

*Job Survival Skills Checklist (enclosed)

VOCATIONAL ABILITIES CHECKLIST

	Good	Adequate	Needs Improvement
General Observations			
1. Physical Appearance			
A. Appropriate dress			
B. Good personal hygiene			
2. Communication			
A. Spoke audibly			
B. Articulated clearly			
C. Expressed needs and feelings			
Interpersonal Situations			
1. With co-workers			
A. Initiated conversation with other students			
B. Conversation did not interfere with work of self or others			
2. With Supervisors			
A. Accepted instructions (cooperative)			
B. Accepted criticism without denying errors or excusing behavior			
C. Accepted praise without negative reaction (suspicious, indifferent, angry, or embarrassed)			
Worker Characteristics			
1. Accepted work assignments readily			
2. Rarely acted out when frustrated			
3. Completed work assignments-rarely gave up			
4. Worked independently			
5. Self starter (began jobs after break/next day)			
6. Sought assistance when necessary			
7. Punctual			
8. Dependable			
9. Kept work and work area orderly and clean			
10. Steady work pace			
11. Improved with repetition			
12. Followed rules			
13. Physical stamina			
14. Discriminated correctly by color			
by size			
by spatial relationship			
15. Manipulative skills			
A. Gross dexterity			
B. Fine finger dexterity			
C. Manual dexterity			
D. Bi-manual coordination			
Learning and Comprehension			
1. Followed oral instructions with demonstration			
2. Followed oral instructions			
3. Followed a diagram			
4. Followed written instructions			
5. Followed a model			
6. Attention span sufficient to complete task			
7. Learned in a reasonable length of time			
8. Organized work well			
9. Tell time accurately			
10. Measured accurately by inch			
by 1/2 inch			
by 1/4 inch			
by 1/8 inch			
by 1/16 inch			

DAILY LIVING SKILLS CHECKLIST

Student Name_____ School_____ Date_____

Teacher_____

I can:	All the time	Sometimes	Not very often	Comments
1. Identify money & make change				
2. Spend money wisely				
3. Use bank and credit services				
4. Keep a budget				
5. Pay taxes				
6. Select good housing				
7. Maintain a home				
8. Use basic appliances & tools				
9. Dress appropriately				
10. Show proper grooming & hygiene				
11. Know how to care for my health				
12. Plan good meals				
13. Buy food				
14. Prepare meals				
15. Take care of clothing				
16. Purchase clothing				
17. Generally understand local laws & government				
18. Generally understand federal government				
19. Understand a citizens' rights & responsibilities				
20. Understand how to register & vote				
21. Take part in group recreation & activities				
22. Know activities available in the community				
23. Follow traffic rules & safety practices				
24. Use different kinds of transportation				
25. Drive a car				

PERSONAL-SOCIAL SKILLS CHECKLIST

Student Name_____ School_____ Date_____

Teacher_____

I can:	All the time	Sometimes	Not very often	Comments
1. Identify interests & abilities				
2. Identify & handle emotions				
3. Express feelings of worth				
4. Tell how others see me				
5. Accept praise & criticism				
6. Develop confidence in myself				
7. Know kind of behavior needed for acceptance				
8. Know proper behavior in public				
9. Respect the rights & properties of others				
10. Recognize authority & follow instructions				
11. Recognize personal roles (son, daughter, student, friend, etc.)				
12. Listen & respond				
13. Make & maintain friendships				
14. Have good relationships with others				
15. Understand how my behavior affects others				
16. Understand being organized				
17. Develop goals & reach them				
18. Understand the need for goals				
19. Look at alternatives				
20. Know what will happen if I do something				
21. Know where to find good advice				
22. Know emergency situations				
23. Read at the level needed for future goals				
24. Write at the level needed for future goals				
25. Speak so I can be understood				
26. Understand the subtleties of communications				

JOB SURVIVAL SKILLS CHECKLIST

Student Name_____ School_____ Date_____

Teacher_____

I can:	All the time	Some-times	Not very often	Comments
1. contact friends, employment offices, relatives about jobs				
2. read the want ads				
3. locate job sites				
4. handle a job interview				
5. dress properly for a job				
6. fill out a job application				
7. learn the skills needed for a job				
8. call into work when absent or late				
9. be on time for work				
10. start work immediately				
11. use my time on the job well				
12. take breaks & lunch according to rules				
13. follow directions				
14. complete job assignments				
15. deal with interruptions				
16. show good manners on the job				
17. be honest with an employer and employee				
I know:				
18. my vocational strengths and weaknesses				
19. where to get job training				
20. what will happen if I steal				
21. different ways to get to work (car, bus, walk, etc.)				
22. how to discuss problems on the job				

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